

# The Play Centre

Gladstone & Falsgrave Recreation Centre, Wykeham Street, SCARBOROUGH, North Yorkshire, YO12 7SA



<b>Inspection date</b>	30 January 2015
Previous inspection date	12 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff work well together, which means the organisation of the setting is good, resulting in a relaxed, fun and homely environment where each child is respected and valued.
- Children enjoy their time in the setting because they take part in a range of activities that interest them.
- Children are kept fit and healthy because they have lots of opportunities to take part in physical exercise and are provided with a nutritious snack and home cooked tea. Children routinely clean their teeth after meals so they learn about good dental hygiene.
- Children are kept safe because staff have a clear understanding of child protection procedures and what they must do if they have a concern about a child in their care
- Children behave well because they understand what is expected of them. As a result, they play cooperatively and respect one another.
- Partnerships with parents are good, which promotes effective communication and sharing of information about children's individual needs.

### It is not yet outstanding because:

- Staff sometimes do not make the quiet area where children can sit and relax or read readily available throughout the session.
- Staff do not always make the most of routine times to promote opportunities for children to use their independence more fully.

## What the setting needs to do to improve further

**To further improve the quality of the early years provision the provider should:**

- enhance the opportunities for children to sit and read or relax according to their needs after their day at school
- make the most of all opportunities to develop children's independence skills further as part of the daily routines.

## Inspection activities

- The inspector toured the premises and observed children and staff in the playrooms and the outdoor area.
- The inspector met with the manager/registered person and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector accompanied staff and children on the walk from school.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Diane Turner

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff get to know all children well because they spend time with them during activities. They promote conversation with children and listen to their ideas and suggestions. As a result, children are confident communicators. Staff provide a well resourced environment. For example, children enjoy engaging in role play and bouncing on hoppers indoors and painting pictures at the easel outdoors. Staff are close by to support and extend children's ideas, such as encouraging children to count as they bounce. This enhances the support for children's skills in school. A comfortable area, with a good range of books, where children can read or sit and relax after their day at school is in place. However, staff do not always open this up promptly, so children can use the area throughout the session according to their needs. Children's parents are welcomed into the setting. Parents are provided with daily feedback about how their child has been during the session and the activities they have enjoyed. In turn, parents keep staff informed about children's individual needs and any concerns.

### **The contribution of the early years provision to the well-being of children is good**

Staff provide a warm and welcoming environment, which means children feel secure and settle well. Children move freely between the indoor and outdoor area and develop their independence as they choose what and where they want to play. Children help themselves to their water bottle from the refrigerator when they are thirsty. However, staff do not always consistently use other opportunities to reinforce children's independence, such as, enabling children to pour their own drinks and make their own sandwich at snacktime. Staff teach children responsible practices when walking to and from school and playing ball games indoors. Safe practices are further reinforced through regular visits from the local police community support officer. This means children successfully learn to manage risks and keep themselves and others safe. Staff praise children and listen to their opinions and ideas, which builds up children's self-esteem.

### **The effectiveness of the leadership and management of the early years provision is good**

Managers have a good understanding of their responsibilities and a range of policies and procedures support children's health, safety and well-being. Effective arrangements are in place to check that staff are suitable to work with children and for monitoring their ongoing performance and any further training needs. This means their skills are continually enhanced, to benefit children's care and learning. Arrangements for evaluating the service involve staff, parents and children. This inclusive approach means management know what is working well and what needs to improve further. Consequently, families receive good quality care and children are continually engaged in a rich range of activities. Highly effective links between the setting and school, promotes good consistency of care and support for children's development and well-being. For example, regular discussion with teachers means staff can provide activities in the setting that further build on children's skills.

## Setting details

<b>Unique reference number</b>	EY308532
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1002826
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Gladstone & Falsgrave Community Playcentre Ltd
<b>Date of previous inspection</b>	12 January 2009
<b>Telephone number</b>	01723 503005

The Play Centre was registered in 2005. It employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 4. The setting opens Monday to Friday all year round. Sessions are from 7.45am to 9am and 3pm to 6pm during term time and from 7.45am to 6pm during the school holidays.

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